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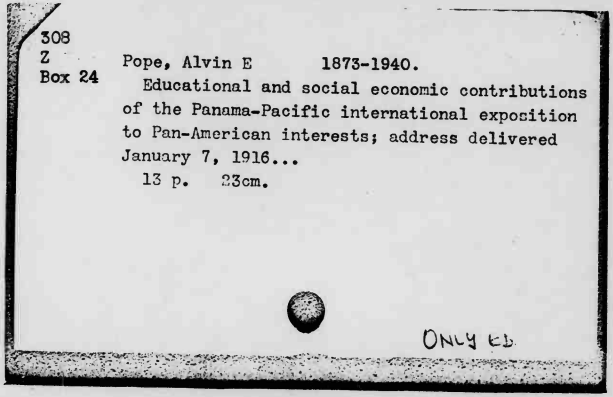
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Educational *and* Social Economic Contributions *of the* Panama-Pacific International Exposition *to* Pan-American Interests

ADDRESS

DELIVERED JANUARY 7, 1916

TO THE PAN-AMERICAN SCIENTIFIC CONGRESS

BY

ALVIN E. POPE

Chief of the Departments of Education and Social Economy
Panama-Pacific International Exposition

and

Special Delegate from the Panama-Pacific International
Exposition to the Pan-American Scientific
Congress, Washington, D. C.

EDUCATIONAL *and* SOCIAL ECONOMIC CONTRIBUTIONS *of the* PANAMA-PACIFIC INTERNATIONAL EXPOSITION *to* PAN-AMERICAN INTERESTS

by

ALVIN E. POPE

Chief, Departments of Education and Social Economy of the Panama-Pacific International Exposition

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THE world's greatest international exposition, when measured by unanimous recognition of its beauty as a spectacle, its immediately obvious educational value and its financial success, closed its gates on December 4, 1915. The dismantling of this marvelous creation, which human ingenuity devised to harmonize with the wonderful setting provided by nature, is now under way. Curiously enough, the fiercest conflict employing the deadliest instruments for the destruction of man and the creations of man—an international exposition of hate and the most modern means of satisfying hate—was coincident with the largest and most successful assemblage of nations to promote the peaceful arts, sciences and industries for the advancement of humanity. The European war restricted the present constructive influences of the Panama-Pacific International Exposition and diverted them chiefly to Pan-American countries and the Orient. Notwithstanding the fact that each day this war represents an expenditure in excess of the entire cost of the San Francisco Exposition, the destructive influence of the exposition of hate, sooner or later, must succumb to the constructive influence of the Exposition of Human Advancement. It therefore seems fitting to present to the Congress here assembled a brief summary of the beneficent influences which were exerted and which we believe will be potent for lasting good.

First let us consider the purpose and functions of international expositions. From trade fairs and festivals of local importance appealing to limited communities and special interests, step by step expositions of more general importance were evolved; the provincial expanded into the national and the national into the international, until now the universal or inter-

national exposition is a great world University for the practical education of millions. It inspires thought and points the way to achievement. It familiarizes and humanizes. It brings the peoples of the world closer together, and by demonstrating achievements of many countries, enables the selective instinct to operate for the elevation of the plane of humanity in all countries. The demonstration is not confined to tangible, visible objects; it largely and probably most fruitfully includes the intangible and invisible—plants the seed-thought which intelligence will develop into applied thought and beneficial action.

Because of most serious purpose, because of functions diverse but each important, it results that a modern international exposition is like a huge and most complicated machine which gathers knowledge from everywhere and distributes it universally. Each part in this machine is planned for a purpose and all must co-ordinate to perform their several designed uses harmoniously and in synchronism, else the full efficiency of the mechanism will be reduced and the universality of its influence will be lost. To one vast arena the latest and best products of human ingenuity are drawn, but these exhibits of the offspring of mind and matter must be arranged, displayed and explained in such orderly and logical sequence, that the total effect is a panorama of present day civilization, whereon each observer may discover objects of personal, business or professional interest, but at the same time made to feel an inspiration for development and progress. The panorama must show how small is self or community or even nation when compared with what the world is and does. All departments in an international exposition must contribute to a well defined central purpose and every exhibit must add a proper quota to the fundamental idea, which makes its department an effective element in the complex mechanism of the whole exposition. Ideas originating in a department must co-ordinate in expressing a logical development, and the collections of ideas in each department must so blend with the presentations of other departments, that the combined total will be fused into a grand and inspiring ideal clearly evidencing the best efforts of men for men.

The Panama-Pacific International Exposition, favored by a most wonderful natural setting, pre-eminently appealed to the love of the beautiful, for it developed appreciation of harmony

and art in combinations of color, architecture, sculpture, landscape gardening and illumination. Words and pictures are inadequate to convey any conception of the beauty of the spectacle temporarily presented on the shore of San Francisco Bay, but it will live forever in the memories of those and only those who saw it. Most of this beautiful creation was of such a nature that it cannot be reproduced, but, in its brief life, it substantially modified and improved the artistic taste and judgment of those who were fortunate enough to view it.

Thus one of the many objects of the Exposition was accomplished; the aesthetic was satisfied and inspired, but the underlying purpose to teach effective lessons in all lines of human endeavor was not and naturally could not be made so obvious. The function of the Division of Exhibits was to present objects and ideas of substantial and permanent value to mankind, and of the eleven Departments in that Division none taught more effective and enduring lessons than the Departments of Education and Social Economy.

These Departments broadly include the agencies employed for the betterment and advancement of human beings, either individually or collectively. They embrace every principle governing mankind, whether considered as a complicated living organism or, as a complex social organization.

The motive of these Departments was to inspire widespread movements in all lines of social service. The exhibits were arranged to particularly emphasize modern principles and methods of education, hygiene, municipal management, child welfare, industrial welfare, insurance in all its branches, community interests, etc., and to demonstrate the advantages of applying these principles to the prevention of evils and the increase of efficiency through co-operative thought and action.

These two Departments established a policy which resulted in innovation after innovation. Exhibitors, when invited to participate, were restricted to teaching the one or two principles of education or of social economy in which they excelled. Duplications were thus avoided and each exhibitor was given exclusive privilege to present principles alloted to him. Every word, picture or object not essential to the teaching of that principle, was discarded and every mechanical or artistic device, which would simplify the lesson or make it more impressive, was pro-

cured. For the first time in Exposition practice, the world's greatest experts were assembled to create exhibits for the Departments of Education and Social Economy. Wax workers, glass blowers, model makers, artists and artisans were imported from Germany, Austria, France, Italy and other countries. All the experts in exhibit technique from this country were also utilized, with the result that the Departments of Education and Social Economy were able to give expression to their highest abstract principles in visible, comprehensible and material form. Most ingenious devices were invented for the purpose of conveying to the visiting public abstract ideas in a manner certain to leave strong and lasting impressions. The main innovations by these Departments were in confining exhibits to principles and the material methods of interpreting those principles. Exhibits were so selected and arranged as to give unity and sequence in the presentation of the great problems of modern civilization and suggestively bring forth their underlying purpose.

In order to secure a definite conception of the influences of these Departments on Pan-American interests, it will be necessary to describe exhibits, outline the lessons they teach and trace their probable influence. The Departments embrace many sections or classes each of which is composed of hundreds of important exhibits. Since it is impossible to describe all of these exhibits, it will be necessary to select a specific and typical case from not less than three different classes.

The first specific case is selected from the hygiene section, which is composed of hundreds of exhibits, the most important of which present lessons on communicable diseases, by the United States Public Health Service; exposure of fake patent medicines, by the American Medical Association; typhoid, tuberculosis and hygiene in the school, by the Pennsylvania State Board of Health; occupational diseases, by the State Board of Health of Massachusetts; methods of educating the public in hygiene and sanitation, by the New York State Health Department; mouth hygiene, social hygiene, mental hygiene, child hygiene, Red Cross, etc., by national organizations, hospitals and hospital service; by Argentine, tropical hygiene and sanitation—including malaria and yellow fever, by the Department of Public Health and Charities of Cuba; also, hook worm prevention by the International Health Commission, a branch of the Rockefeller Foundation.

In the Section of hygiene the exhibit demonstrating the hook worm ravages and methods for its prevention is selected. The Department suggested the exhibit methods to be employed; the International Health Commission assembled and arranged the scientific data; exhibit experts were employed to execute the plans. These experts made large models of hook worm eggs, of the larva, of the male and female hook worm and of a cross section of the skin showing the manner in which hook worms make their entrance. They reproduced in models, portions of the body, such as hands and feet, showing the pathological effect produced by the entrance of hook worms and a portion of the small intestine showing fully developed worms attached thereto. Life size and life like models were made of children, showing different stages of the disease, its effect in stunting their growth and symptoms such as pallor of skin, enlarged abdomen and angel wing shoulders. Typical homes, before and after the occupants were cured of the hook worm, was reproduced in models. To the foregoing were added maps, photographs, charts, lantern slides and motion picture reels, most of which interpreted different phases of the hook worm lesson.

The visiting public was interested. Ignorance was replaced by knowledge and understanding. The visitors were surprised to learn that over half the population of the world lives in the hook worm belt; that in some sections only from ten to fifteen per cent of the population are afflicted, while in other sections ninety per cent or more have the disease. They observed how the hook worm is hatched in the soil; how it enters the body, passes through the blood streams, enters the lungs, is coughed up, swallewed and finally reaches the small intestine, where it attaches itself with a hook and soon develops from a miscroscopic worm to a worm one-fourth of an inch in length. They saw how each worm consumes a drop of blood a day; how it moves about from time to time, lacerating the intestines, causing much bleeding; how it injects a poisonous saliva into the system and otherwise poisons the individual. They learned that the life of a hook worm is about seven years; that often from two to five thousand worms are removed from an individual; that the eggs are laid in the intestines but pass from the intestines into the soil before

they hatch; that it is possible for a thousand of these microscopic worms to enter the body from a handful of polluted soil in less than an hour's time. They saw how the hook worm incapacitates individuals to such an extent that it devastates whole communities, producing misery and poverty, hindering material and intellectual development. Its ravages will ultimately be more disastrous than the European war.

They learned that there was a specific "thymol"; that a victim can be cured for about seven cents and that the introduction of sanitary toilets would prevent the spread of the disease. The attendants in charge of this exhibit, like the attendants in charge of other exhibits in these departments, were the best available experts, capable of intelligently answering any question. They had spent years in fighting the hook worm in the Southern states.

The Australian Commission at the Exposition organized a movement to eradicate the hook worm from Australia. New Zealand, China, and other countries started investigations. I understand, arrangements have been made to begin a systematic war against this plague in several Pan-American republics. This crusade promises to surpass all previous attempts to eradicate a communicable disease.

The lessons in malaria, tuberculosis, typhoid, etc., were equally astounding. For the first time the public realized that the real enemies of mankind are very small—most of them so small that they cannot be seen with the naked eye—and that the great evils we most fear do a comparatively small amount of damage.

After inspecting these exhibits, visitors were filled with a great desire and determination to perform important social services by assisting in the destruction of the enemies of mankind, through promoting health, morality and intelligence. The exhibits in the hygiene section were prepared and arranged to produce by suggestion an inspiration so strong that it gripped the public and brought the most desirable and widely spread results.

The second typical illustration was selected from the hundreds of educational exhibits. The most important of these taught lessons on such subjects as national educational problems, by the United States Bureau of Education; agricultural education, by the Department of Agriculture, under the auspices of the

Bureau of Education; the centralized method of state control of its public schools, by New York State; State-aided vocational schools, by Massachusetts; rural schools, by Oregon; consolidated rural schools, by Indiana; school museums, by St. Louis; museum extension work, by the N. W. Harris Extension of the Field Museum; scientific research, by the Carnegie Institution; higher education of women, by Smith College; open air schools, by the Elizabeth McCormack Memorial Fund; out-of-door education and school architecture, by the State of California; school music, by the City of Oakland; a city public school system, by Los Angeles; and the organizations of a public school system, by the Department of Education of the Philippine Islands.

From this group the Philippine Educational exhibit is chosen for illustration, on account of its importance to Pan-American interests. The Philippine system was organized by a number of American school teachers who, unhampered by local tradition and political restraints, have solved problems of education, labor, commerce and colonization. They brought the results of their work to the Exposition, and their Commissioner of Education and Assistant Commissioners personally demonstrated the principles which they advocated.

They have developed a centralized method of school management governed by one hand, but so arranged that credit for all achievements is in each case given to the person who executes, and never to the authorities in charge. The curriculum is well balanced, covering academic and industrial work and physical training.

The school management makes a thorough study of the natural resources of each community. The teachers have discovered practical use for over fifty fibres previously having no value, and new uses for nearly two hundred well-known fibres. They have designed for the use of this material articles of practical commercial value. The Philippines and the Malay Archipelago have been searched for native designs to adorn these articles. Where practical, they use natural colors; but the world's best chemists have been employed to find inexpensive and fast dyes for each material. The school children secure their own raw material, if possible; otherwise it is furnished to them by the central bureau, at a slight advance over cost, together with plans and designs. The boys and girls are thus taught to make baskets,

hats, laces, textiles, furniture, etc. Advanced students from the better schools, after graduation, go into the rural districts and act as agents, collecting the finished articles from the schools and encouraging the pupils to do home work. Each article is tagged, giving the name of the boy or girl who made it, his or her age, grade in school, name and location of school. These articles are brought to Manila or some large centre, where trade fairs are organized by the school management for the purpose of selling the goods. The school receives a profit on the raw material; the manufacturer's profits goes to the pupil who made the article; the jobber's commission goes to the pupil who collected the material. The retail profit pays for the selling and in addition yields the schools a profit of about 20%.

The Philippine Bureau of Education does not stop with this industrial work, but encourages agricultural education by the introduction of school gardens, which sometimes take the form of sea gardens in localities, where the natives live from the products of the ocean. Here sponges, oysters, pearl oysters, varieties of useful sea weed and fish are propagated. In doing this the pupils neglect no academic work. They are taught in the primary grades sanitation, health, citizenship, good manners and right conduct. Until recently the children knew not the joy of play. Cock fighting and dice throwing have been almost entirely replaced by modern athletics. All forms of out-door sports are popular and today the children are great base-ball enthusiasts. The schools are developing the commerce of the country, instead of following commercial development. There are over five thousand of these schools scattered throughout the Philippine Islands. The Philippine Government pays the entire cost of public instruction. The natives want more schools and are willing to contribute to their support. The rapid increase of school buildings cannot keep pace with the growth of attendance. At least 25,000 children are continually awaiting with eagerness the completion of school structures. A majority of the teachers are now Filipinos, and their number is rapidly increasing. It is to be hoped that some day they will be strong enough to sustain this educational system without outside influence, but that day will not arrive until most of the citizens have received the benefits of these schools. They exhibited at this Exposition in order to teach their lessons

to the American Republics, and with the hope of establishing an outlet for the products of their schools in these countries.

This exhibit demonstrates the impracticability of divorcing the child from his or her environment and illustrates the long recognized fact that the *fundamental problem of education is to give such instruction as will better equip children for citizenship in the environment in which they must spend their lives.* Only a few talented are now and then capable of acquiring new environments. We have made many mistakes along these lines with the American Indian.

This exhibit also teaches a lesson in colonization. Through the schools the United States undertook to develop a people, to build up the industries and commerce of the nation, with the only purpose of securing part of that commerce in competition with other nations.

It is quite different from the method of exploiting the resources of a country for a few political and financial favorites.

It is quite different from the old system of colonization, where the colonists were taxed and pillaged for the purpose of enriching favorite families of a stronger nation.

Before much progress could be made it became necessary to break up many long-rooted customs, which was no easy task, but it has been thoroughly and effectually accomplished. For instance: every pupil attending school used to be accompanied by a servant, who acted as valet. Aguinaldo's son had four valets. All of these servants are now pupils, and this boy carries his own books and studies and plays the same as other boys.

After thoroughly inspecting this rigid application of the basic principles of education, visitors realized that the *schools of one generation form the character of the nation of the next generation* and they were zealous to learn what additions, what changes and what restrictions would improve their own schools so as to develop a better manhood and a better citizenship. The spirit of this department inspired them with the determination to encourage their schools and to support them for the sake of efficiency, preparedness and all around progress. While this lesson is more applicable to the tropical American countries, where physical conditions are somewhat similar to those in the Philippines, the lessons here taught have been more carefully

studied and will be more thoroughly utilized by the United States and the southern republics.

The third section from which a typical case was chosen is the section of Insurance and Industrial Welfare, which represented several hundred exhibitors, where lessons were taught on industrial welfare, by the United States Steel Corporation; safety devices, by the Casualty Department of the Aetna Life Insurance Co.; profit-sharing, by the Ford Motor Co.; fire destruction and fire prevention, by the Hartford Fire Insurance Co.; education of policy holders on preventive medicine and the medical service rendered to policyholders and employees, by the Metropolitan Insurance Co.; agricultural educational extension work, by the International Harvester Co.; a collective exhibit on all phases of insurance, by the "Insurance Field"; and health conditions, by the Prudential Insurance Co. of America.

The pertinent illustration of permanent value to the Pan-American Republics from this group is the exhibit on life insurance and public welfare by the Prudential Insurance Company of America. Considering that as yet only a beginning has been made in the development of life insurance in Latin-American countries, this thoroughly scientific and artistically beautiful exhibit attracted unusual interest and attention. Aside from a display of exhibits on life insurance methods and results, a large number of charts and diagrams were shown visualizing the salient facts of the morbidity and mortality problems of the entire Western Hemisphere. The charts admirably emphasized the practical possibilities of a closer union between Pan-American Republics in that the facts displayed were obtained through the courteous co-operation of nearly all the governments of the Western Hemisphere. Three years were spent in collecting the required statistical information, and for the first time in the history of the western world, the remarkable sanitary and medical progress of Latin-American countries was shown in a uniform and scientifically standardized manner, to conform to the most exacting requirements of statistical science.

The three specific and typical cases herein described are representative of hundreds of exhibits in the Departments of Education and Social Economy. The mass of the people in San Francisco have repeatedly studied the principles displayed and have been educated to new standards which will mould their

future development. The Pacific Coast is similarly affected but to a lesser degree. The leading citizens of every State made use of the opportunities afforded, thus affecting the whole nation. Foreign countries could not send so many representatives, but among those sent were the leaders who guide and direct the course of events in their respective countries and students who will become future leaders. They return to their home countries and open campaigns to educate the mass of their citizens to the new ideals. This influence in time permeates the whole country. In this way the Exposition will influence the future of Pan-American interests.

This process can be practically illustrated by the instance of Argentine: Dr. Ernesto Nelson, Director-General of Secondary Industrial and Commercial Education of Buenos Ayres, made a thorough study of the Departments of Education and Social Economy, covering a period of several months. He personally photographed every chart of importance and almost every exhibit in the Palace of Education. Other members of the Argentine Commission and Argentine students from the University of California and from eastern universities, and prominent professional and business men of Argentine also, made a thorough study of the principles visualized in the Departments of Education and Social Economy. Most of these people have or will return to Argentine with many new ideas and new standards which they will disseminate throughout their country. What is true of Argentine in this respect is also true of most every Pan-American Republic.

In view of the fact that we are here considering only a few of the most important contributions of the Panama-Pacific International Exposition to Pan-American interests, it will be impossible to mention all the many important contributions from Pan-American Republics to the Exposition. It is to be regretted that financial conditions produced by the war, in advance of the opening of the Exposition, prevented the participation of many Latin-American Republics. Notwithstanding, there was probably a larger representation than at any other Exposition and the result has been most effective. Uruguay made a striking exhibit of its method of handling charities and of its open air schools. Cuba's exhibit on malaria has been helpful in suggesting a Pan-American movement to eradicate that destructive dis-

ease from the Western Hemisphere. Argentine demonstrated its system of secret and compulsory ballot, which will be of great importance to many Pan-American countries. Their exhibit in Education revealed the fact that Argentine and the United States, two countries under almost the same climatic conditions, with a similarly mixed population, encounter practically the same educational problems, requiring similar experiments, meeting similar failures and successes and in time arriving at like conclusions. This demonstrates the necessity for the people of these two countries to familiarize themselves with what is transpiring in each of these countries in order that they may prevent much waste by eliminating this duplication of experiments. Each can profit by a comparison, criticism and emulation of methods. One feature of Argentine's contribution was its normal language schools, where each subject in the course of study is taught in several languages. If a student intends to specialize in any language, as French or English, he will take the entire course of normal training in that language. Another feature of their exhibit was the introductions of the "cup of milk" which is given to every pupil and which has done much to reduce the drink habit. Argentine's educational and social economy exhibit, being more extensive than the exhibits of other Pan-American Republics, has been chosen as an example; nevertheless, the principles which apply to Argentine equally apply to nearly all Pan-American countries.

The benefits of the Departments of Education and Social Economy should be perpetuated in permanent institutions. Such institutions should assume the form of combined industrial and sociological museums which should be located in each Pan-American Republic and to which all should contribute exhibits. Such museums will familiarize the people of one nation with the opportunities, needs and attainments of the citizens of other nations. This will lead to a higher citizenship and to a greater development of the natural resources of each country.

The great American international expositions have made many important contributions to the promotion of a sentiment of real friendship and unity of purpose among the Pan-American Republics. The World's Fair of Chicago in 1892, the Pan-American Exposition of Buffalo in 1901, the Universal Exposition (Louisiana Purchase) of St. Louis in 1904, and the Panama-Pacific International Exposition held in San Francisco in 1915, all, more or less, gave emphasis to the international bond of union which holds together peoples of the Western Hemisphere.

The people of the United States, through the medium of these expositions, more effectively than could have been attained by any other method, have had brought to their attention the achievements of Latin-American countries in science, art and industry; and, conversely, the citizens of the Pan-American Republics have become better acquainted with the marvelous resources, the material progress and the lofty aims of the people of our own country.

A nation cannot be true to itself, work out its own destiny in its own way, at its own cost, and best perform its special mission in the world's work, without making a thorough study of and profiting by the experience of other nations. International expositions are the best and perhaps the only means of bringing the people of the world nearer to the realization of a more perfect and enduring civilization. Education is a pre-requisite for understanding this, and social economy visualizes the intelligent co-ordination of the material, moral and spiritual efforts of human beings and directs all toward the desired goal of the largest happiness for the largest number. Time will develop and history sustain the judgment that to this end the Panama-Pacific International Exposition of 1915, chiefly through its educational and social economic contributions, was a most, in fact, the most potent instrument for promoting exchange of thoughts between the Americas and thus drawing the Pan-American Republics into a closer bond of permanent and mutually beneficial union.

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